

## Abstract

Teacher performance appraisal is a key element in management process in institutions of learning. The implementations of performance appraisal amongst teachers largely depend on their level of training which forms the focus of this study. This study discusses teacher training as a critical factor in the implementation of teacher performance appraisal. The study had three specific objectives namely; assessing the status of teacher training on performance appraisal, establishing the type of training attended by teachers on performance appraisal and determining the influence teacher training on the implementation of performance appraisal in public secondary schools in Nzau Sub County, Makueni County, Kenya. The study employed descriptive survey research design. The target population was all principals and teachers in public secondary schools in Nzau Sub County, Makueni County. The study employed stratified sampling technique and random sampling for teachers and census sampling for principals to select 140 teachers and 50 principals. Data was collected using questionnaires. Validity of the research instruments was ascertained by piloting of the test items while reliability of the questionnaires was ascertained by a test-re-test technique. Data was analyzed using SPSS software and presented in frequency distribution tables and percentages. The study established that teacher training on performance appraisal influenced the implementation of their performance appraisal in public secondary schools in Nzau Sub County, Makueni County. The study recommends that teachers should be adequately trained on performance appraisal practices.